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State Capacity Building Center

Leveraging Higher Education Systems to Support Access to Infant/Toddler Credentials

State Capacity Building Center Infant/Toddler Specialist Network (ITSN) and the National Center on Early Childhood Development, Teaching and Learning (NCEDTL)

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Webinar Agenda and Outline

- ◆ Welcome and Introductions
- ◆ Definitions
- ◆ Challenges and Opportunities
- ◆ State Examples
- ◆ Planning and Implementation Guide: A Closer Look
- ◆ State Success Sharing
- ◆ Questions and Answers
- ◆ Resources and Announcements
- ◆ Thank You

Learning Goals

- ◆ Review examples of partnerships between state professional development opportunities or requirements and higher education
- ◆ Explore infant/toddler career entry points to further education and a successful and accessible journey along career and education pathways

What Is Your Experience with Leveraging Infant/Toddler Credentials and Professional Development with Higher Education?

- ◆ I'm familiar with the concepts of credentials and higher education
- ◆ I've participated in credentialing efforts and am familiar with how they connect to higher education efforts
- ◆ I've helped develop alignment between infant/toddler credentials and higher education
- ◆ I hold the key in my state or territory to *Leveraging Higher Education Systems to Support Access to Infant Toddler Credentials*
- ◆ All of the above
- ◆ Other

Definitions

- ◆ **Credentials:** “Academic degrees, licenses, or certificates awarded to individuals who successfully complete state or national requirements to enter specialized roles in the early childhood profession.”
- ◆ **Certificate:** A professional certification issued by a state agency “to grant professional recognition” to infant/toddler providers and professionals. It can be used as a step toward a credential.

Source: National Association for the Education of Young Children, & the Alliance for Early Childhood Teacher Educators (a collaborative effort of the National Association of Early Childhood Teacher Educators [NAECTE] and the Associate Degree Early Childhood Teacher Educators [ACCESS]). (2011). *Early childhood education professional development: Adult education glossary*. Retrieved from www.naeyc.org/files/naeyc/Adult_Education_Glossary_0.pdf

Definitions

- ◆ Endorsement: “A type of certification issued by a state confirming an infant and toddler provider or professional has ‘a comprehensive foundation of knowledge’ for working with infants and toddlers. It can be used as a step toward a credential.”

Source: Virginia Department of Social Services. (nd). *Professional development catalog for child care professionals*. Retrieved from

https://www.dss.virginia.gov/files/division/cc/provider_training_development/intro_page/courses/gen_training_info/DSS_Catalog_WEB4.pdf

What Credentials, Endorsements, and Certificates Can Provide

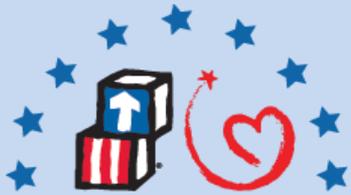
- ◆ Qualifications
- ◆ Career pathways
- ◆ Articulation
- ◆ Stackable education
- ◆ Consistent standards
- ◆ Portability
- ◆ Other



Early Childhood Credential Planning and Implementation Guide

- ◆ Developed for states and territories designing or revising an early childhood education credential
- ◆ Four-step process:
 1. Identify need
 2. Determine fit and feasibility
 3. Operationalize approach
 4. Implement plan
- ◆ Incorporates implementation science

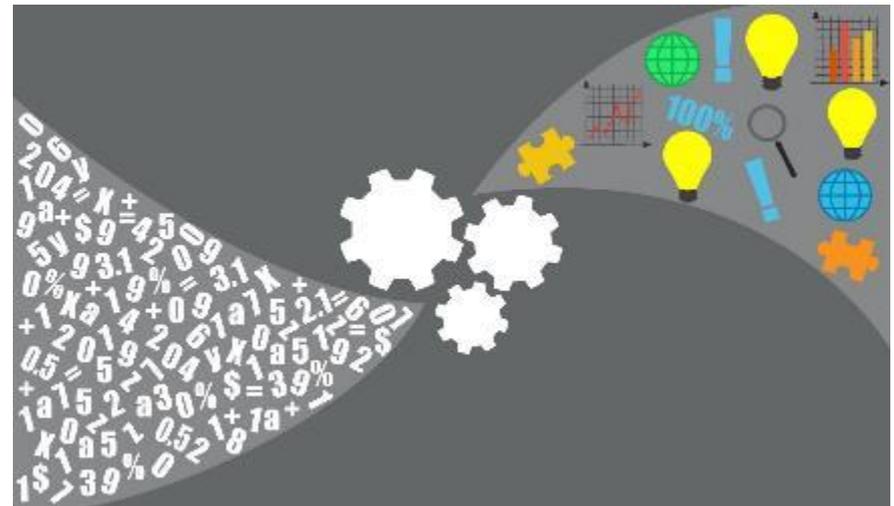




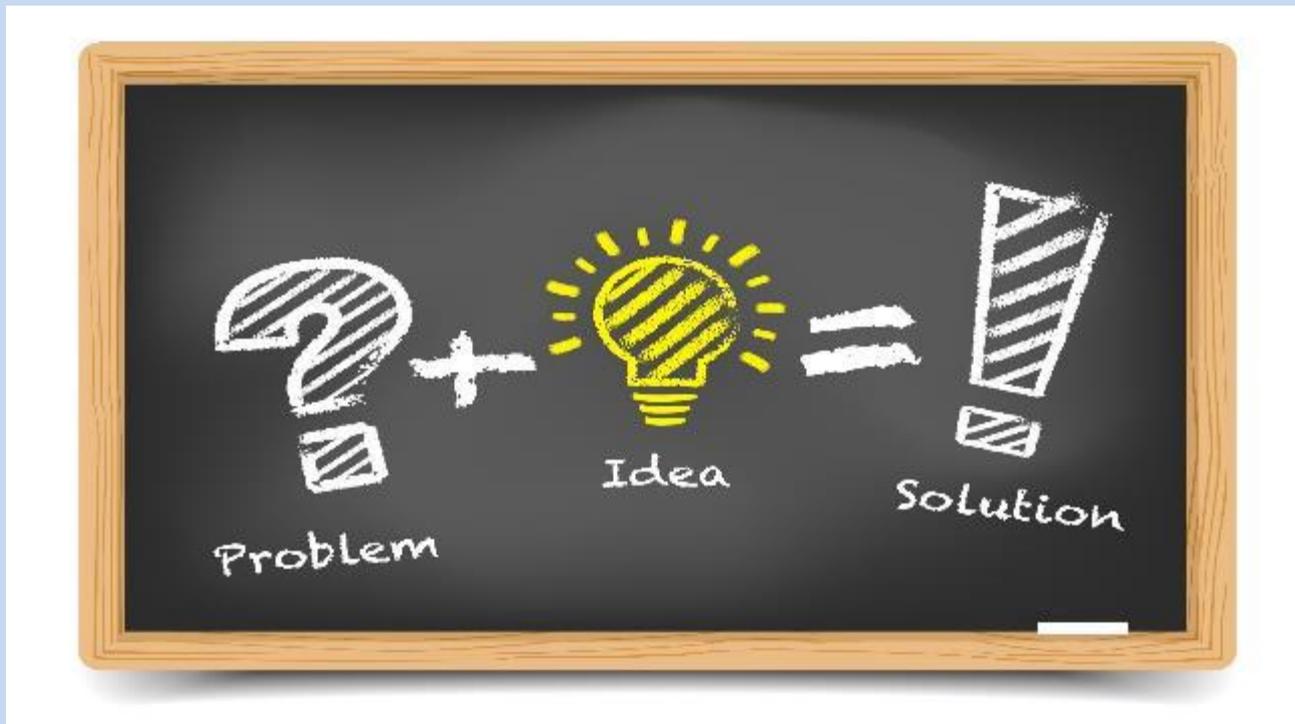
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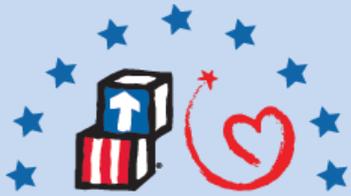
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Challenges and Opportunities



What are the challenges and opportunities with creating meaningful linkages between infant/toddler professional development and credentials and institutions of higher education?





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State Examples

Infant/Toddler Competencies Alignment with Higher Education

◆ Colorado

- Multi-year project of alignment to the competencies

◆ Illinois

- The higher education system has aligned its curricula with the state competencies

Promising Practices with Infant/Toddler Credentials and Higher Education

Pennsylvania
Encouraging professional development providers to partner with institutions of higher education to provide credit

- Alignment between a range of courses across a variety of degrees and certificates

Illinois

- Two routes—direct or entitled—college coursework and training
- Honors training, education, and experience

Wisconsin

- Four three-credit courses, credit for prior learning

Leveraging Relationships for Infant/Toddler Credentials

Florida

- Collaboration between Florida Department of Children and Families and state colleges and universities
- Courses, observation, and work experience

Maine

- First tier can be achieved through training
- Tiers I is a collaboration between Maine Roads to Quality and Kennebec Valley Community College

Washington

- Multiple levels and credential pathways
- Training, apprenticeships, coursework, Montessori certificates, and more

Where Are You Leveraging Higher Education Systems to Support Access to Infant/Toddler Credentials?



Deeper Dive into Planning and Implementation Guide

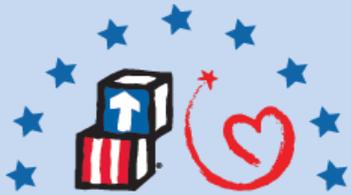


NCECOTL

**EARLY CHILDHOOD CREDENTIAL
PLANNING AND IMPLEMENTATION GUIDE**

This planning and implementation guide helps states create or revise early childhood education (ECE) credentials. It is based on the [Early Childhood and Competency Planning and Implementation Guide](#) developed in 2014 by the National Center on Professional Development and Workforce Initiatives.

As states strengthen their professional development systems, they often focus on creating state or regional credentials connected to a coordinated professional development system. A comprehensive professional development system (PDS) includes a distinct career pathway that moves professionals upward, instead of having them solely access professional development hours. Credentials can be concrete steps that move professionals forward, especially when they receive other system supports like college courses or advancing another level. This guide includes considerations built on a readiness-for-change framework. It includes four steps to develop or revise and implement early childhood credentials. These steps are 1) identify the need and related evidence; 2)

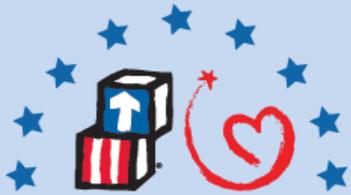


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Questions and Answers





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Resources

Overview of State and Territory Infant/Toddler Credentials, Endorsements, and Certificates

- ◆ Compilation of state and territory credentials, endorsements, and certificates
- ◆ 35 examples included in a table
- ◆ Includes criteria areas and criteria requirements for each example

The screenshot shows the title page of a document from the National Center on Early Childhood Development, Teaching, and Learning (NCECDTL). The title is "State/Territory Infant/Toddler Credential Overview". The document explains its purpose: to provide a snapshot of credentialing and PD efforts across the nation by capturing information available online about various approaches used by states/territories. It notes that the document does not include the complete or exact text of state/territory approaches, nor does it capture articulation efforts. The information is as of September 2017. It also states that states/territories should use the document to assess the accuracy of their website information, identify strengths and gaps, get a glimpse of other state/territory efforts, and consider articulation and/or portability beyond one's state/territory's professional development system needs.

Introduction

There is a number of state and territory agencies and boards and commissions that have developed or are currently developing infant/toddler credentials, certificates, or endorsements. The National Center on Early Childhood Development, Teaching, and Learning (NCECDTL) identified 35 states with infant/toddler credentials, certificates or endorsements as of September 2017. NCECDTL used a common framework to summarize these states' infant/toddler credential, endorsement or certificate requirements. The framework consists of seven typical requirement areas:

1. Secondary school
2. Early childhood training/education
3. Experience
4. Health and safety certification
5. Observation
6. Documentation
7. Assessment/Evaluation

In addition NCECDTL updated information, where applicable, about:

- Additional requirements a state/territory may include for credential attainment such as institutional accreditation requirements
- Credential levels/paths that define credentials along a career pathway
- Coursework languages that increase access to credentials

Contact information: E-mail: ecd@cecdtl.info, Phone: 1-866-261-3152

Infant/Toddler Resource Guide



Office of Child Care
Infant/Toddler Resource Guide

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Home | State Level Policy Professionals | PD & TA Professionals | Infant/Toddler Care Providers | Infant/Toddler Care Video Clips

The Program for Infant/Toddler Care Six Essential Program Practices for Relationship-Based Care

These papers promote evidence-based program practices that support infant/toddler care.

About the Infant/Toddler Resource Guide

What is the purpose of this guide?

This Resource Guide offers a host of materials to support the development and implementation of policies and practices for high-quality care for infants and toddlers. Whether you are a Child Care and Development Fund (CCDF) Administrator developing policies, a child care provider seeking information and guidance, or a professional development provider seeking innovative training materials, this site is for you. Development of this guide is new and actively growing, so check in frequently to see what resources have been added to support your work with infants, toddlers, and their families.

Who are the intended users?

We are including resources for three primary audiences:

- CCDF Administrators, staff, and state policy professionals
- Child care resource and referral administrators, training organization directors and trainers, higher education institution administrators and early childhood/child development faculty, and technical assistance organization administrators and providers
- Infant and toddler teachers, center directors, and family child care providers

Source: Child Care State Capacity Building Center, a service of the Office of Child Care, Administration for Children and Families (ACF), U.S. Department of Health and Human Services. (n.d.). Infant/toddler resource guide [Webpage]. Retrieved from <https://childcareta.acf.hhs.gov/infant-toddler-resource-guide>

Resources

- ◆ Austin, L. J. E., Whitebook, M., & Amanta, F. (2015). *Challenges and opportunities for including coursework on infants and toddlers in higher education degree programs*. Washington, DC: Early Educator Central. Retrieved from https://earlyeducatorcentral.acf.hhs.gov/sites/default/files/public/resources/Challenges%20and%20Opportunities%20for%20Including%20Coursework%20on%20Infants%20and%20Toddlers%20in%20Higher%20Education%20Degree%20Programs_0.pdf
- ◆ Lawrence, S. (2016). *Early childhood career pathways: Research-to-policy resources*. New York: Child Care & Early Education Research Connections.
- ◆ Starr, E., Gannett, E., & Garza, P. (2008). *Clear policies for career pathways: Lessons learned*. Washington, DC: Next Generation Youth Work Coalition. Retrieved from [http://forumfyi.org/files/Next Gen Lessons Learned Final.pdf](http://forumfyi.org/files/Next_Gen_Lessons_Learned_Final.pdf)
- ◆ U.S. Department of Health and Human Services. (n.d.). *Policy statement on early childhood career pathways*. Retrieved from http://www.acf.hhs.gov/sites/default/files/ecd/career_pathways_policy_final.pdf

Research Articles

- ◆ Chazan-Cohen, R., Vallotton, C., Harewood, T., & Buell, M. J. (2017). Influences on U.S. higher education programs educating the infant-toddler workforce. In E. J. White & C. Dalli (Eds.), *Under-three year olds in policy and practice* (pp. 159–175). Singapore: Springer.
- ◆ Chen, J., Martin, A., & Erdosi-Mehaffey, V. (2017). The process and impact of the infant/toddler credential as professional development: Reflections from multiple perspectives and recommendations for policy. *Early Childhood Education Journal*, *45*(3), 359–368.
- ◆ Cho, E. (2016). Pathways to early childhood teacher preparation. In L. Couse & S. Recchia (Eds.), *Handbook of early childhood teacher education* (pp. 165–180). New York: Routledge.
- ◆ Gomez, R. E., Kagan, S., & Fox, E. A. (2015). Professional development of the early childhood education teaching workforce in the United States: An overview. *Professional Development in Education*, *41*(2), 169–186.

Announcements

October 30: Spotlight Series Articulation
Agreements

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